

2016

EDUCATIONAL PERFORMANCE OF MILITARY- CONNECTED CHILDREN



**SC EDUCATION
OVERSIGHT COMMITTEE**



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TABLE OF CONTENTS

Introduction	1
Acknowledgements	3
Summary of Findings and Recommendations.....	5
Section I: Recent Developments	7
Section II: Military-Connected Student Population.....	15
Section III: Military-Connected Student Performance	19
 Appendices	
A: Resources for Military-Connected Students and Families	25
B: Impact Aid Section of Every Student Succeeds Act	28
C: State of Virginia Law: Uniformed Services-Connected Students.....	38
D: Military-Connected Students by District, January 2016.....	39

Introduction

March 21, 2016

In 2014, the General Assembly passed Act 289, the Military Family Quality of Life Enhancement Act. The Act's purpose is to "enhance many quality of life issues for members of the armed forces" (Act 289 Preamble). Part V requests the SC Education Oversight Committee (EOC) to develop an annual report on the educational performance of military connected children:

The Education Oversight Committee, working with the State Board of Education, is directed to establish a comprehensive annual report concerning the performance of military connected children who attend primary, elementary, middle, and high schools in this State. The comprehensive annual report must be in a reader-friendly format, using graphics wherever possible, published on the state, district, and school websites, and, upon request, printed by the school districts. The annual comprehensive report must address at least attendance, academic performance in reading, math, and science, and graduation rates of military connected children.

Based upon Act 289's direction, this report does not address military-connected students educated in Department of Defense schools, private schools and home school settings. The EOC evaluation team worked closely with the military and education community as it developed this report. Professionals, who directly support military families, including school liaison officers and organizations that support the National Guard and Reserves, provided input and reviewed report drafts. Both the South Carolina Department of Education (SCDE) and Defense Manpower Data Center provided data. The 2016 report provides:

- An overview of the federal Impact Aid Program;
- Recent policy developments that impact the identification and reporting on military-connected students;
- Details regarding the demographics of military-connected students;
- An update on the academic performance and school attendance of military-connected students.

Acknowledgements

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Summary of Findings and Recommendations

Finding 1: Using federal Fiscal Year 2014-15 US Department of Education data, twelve school districts in South Carolina applied for Impact Aid funding under Sections 8002 and 8003.¹ Estimated FY 2015 payments were approximately \$1.1 million. If the Impact Aid Program was fully funded at the federal level, payments to South Carolina districts would be \$13.6 million. Total payments represented about 7,835 federally-connected students, with a majority of those students enrolled in Berkeley, Charleston, Richland 2 and Sumter school districts.

Finding 2: The federal Every Student Succeeds Act (ESSA) includes modifications to the reporting of military-connected students and Impact Aid. Impact Aid changes will improve the timeliness of payments, adjust the Basic Support formula, eliminate the Federal Properties “lockout” provision and provide additional budget certainty for districts.

The reporting requirement will provide more consistent, easily identifiable data regarding military-connected students with a parent on active duty. As student identification improves, additional supports may be implemented to assist students who live with perpetual challenges due to frequent moves, parental and sibling deployments and transitions that include reintegration and dealing with profoundly changed parents.

Recommendation 1: The State of Virginia passed a law last year requiring the Virginia Department of Education to provide non-identifiable aggregate data on newly-enrolled military-connected students that will be made available to local, state and federal entities. Virginia’s reporting policy should be explored further as an approach that will support further the unique needs of military-connected students while also meeting ESSA reporting requirements.

Finding 3: As a state, South Carolina continues to underreport the number of military-connected students. It is important to note that based upon Act 289’s direction, this report does not address military-connected students educated in Department of Defense schools, private schools and home school settings. Data provided by the Department of Defense Education Activity (DoDEA), indicates there were 12,335 military-connected students with at least one active duty parent in November 2015.² January 2016 data provided by the SC Department of Education (SCDE) indicates there are 7,763 military-connected students, representing a 37 percent underreporting of the DoDEA estimate. However, SCDE reported 7,308 military-connected students in 2014 and 7,763 military-connected students with an active duty parent in January 2016. This represents a six percent increase in reported military-connected students. Since the actual number of military-connected students reported by DoDEA decreased from 13,597 to 12,335, it is possible the six percent increase in military-connected students is due to improved reporting by the districts.

¹ FY 2015 SCDE data for Impact Aid was not available. Most recent SCDE data for Impact Aid was FY 2013.

² The **Department of Defense Education Activity (DoDEA)** is a civilian agency of the United States Department of Defense that manages all schools for military children and teenagers in the United States and also overseas at American military bases worldwide.

Recommendation 2: While there is a modest six percent increase in reporting of military-connected students, SCDE should continue its efforts to improve reporting of military connected students since 37 percent of military connected students in the state are not being reported in PowerSchool.

Finding 4: Approximately 90 percent of military-connected students attend school in the following districts: Richland 2, Berkeley, Dorchester 2, Beaufort, Lexington 1, Sumter, Kershaw, Oconee, Charleston and the SC Public Charter School District.

Finding 5: Military-connected students in South Carolina continue to outperform their peers on state-administered tests.

- On average, an additional 9.6 percent of military-connected students tested as “ready” or “exceeding” on ACT Aspire in reading, and an additional 7.8 percent of military-connected students tested as “ready” or “exceeding” on ACT Aspire in mathematics. On the science test of SCPASS the performance gap was even larger; on average an additional 12 percent of military-connected students tested as “met” or better. In eighth grade, an additional 11.9 percent of military-connected students tested as “met” or better on SCPASS science and an additional 11.3 percent of military-connected students tested as “ready” or “exceeding” on ACT Aspire reading.
- On the EOCEP tests, military-connected students continue to outperform all students statewide. However, the gap between military-connected students and all students statewide may be narrowing. The average difference between military-connected students and all students statewide is 3.8 points.

I. Recent Developments

Impact Aid Background

The Impact Aid Program was signed into law in 1950; approximately 1,300 school districts enrolling more than 11 million students receive Impact Aid funding. Impact Aid was incorporated into the Elementary and Secondary Education Act in 1994. It reimburses school districts for the loss of local tax revenue due to the presence of the Federal Government. Federal activities reduce local taxes because Federal property is removed from the tax rolls and/or the school district is educating students with no or reduced tax revenue associated with federally-connected students. Examples of federal impaction include: military installations, Indian Trust, Treaty and Alaska Native Claims Settlement Act Lands, civil service activities such as veterans hospitals, Federal agencies and national parks, and low-rent housing properties owned by the Federal Government.

Each school district must submit an Impact Aid application annually to the U.S. Department of Education (USDE). USDE allocates funding in multiple installments until all available funds are distributed. The Impact Aid Program has not been fully funded since 1969. Local school districts can qualify for Impact Aid through various sections of the Program. States are restricted from reducing state aid for a federally-connected school district because of its receipt of Impact Aid Funding. However, if a state has a school finance formula designed to equalize expenditure for all school districts in that state, and if the state meets several other criteria, the state can reduce the amount of state funding allocated to a specific school district based on its Impact Aid payment. This equalization policy currently does not apply to South Carolina's Education Finance Act.

Section 8002 reimburses school districts that have lost significant local revenue due to federal ownership of land within school district boundaries. Section 8003 payments for federally-connected students compensate school districts for educating students, whose parents or legal guardians reside and/or work on federal property, including children of members of the uniformed services, and children who reside on Native American Lands. Section 8003 is the largest component of the Impact Aid Program. Federally-connected children are defined as children whose parent(s):

- live on Indian trust, treaty land or ANSCA land,
- are members of the uniformed services and reside on a military installation,
- are members of the uniformed services but who reside off the military installation,
- reside in Federal low-rent housing (not Section 8 housing),
- both live and work on Federal property

- work or live on federal property.

Section 8003(D) provides payments to school districts for the additional costs associated with educating military and Indian Lands students with disabilities, identified as those with an active Individual Education Plan. Funding has to be spent on an IDEA-eligible activity. Section 8004 funding is available to districts with children residing on Indian Lands. Affected districts must establish Indian Policies and Procedures to ensure the school district meets certain requirements. Payments for districts to meet capital or construction needs of Federal students are allowable under Section 8007.

Table 1
School District Eligibility for Impact Aid Funding³

Section	Description	School District Eligibility
Section 8002 (Federal Property)	Eligible federal lands include: national parks and grasslands, national laboratories, Army Corps of Engineers projects, military testing grounds, expansions of military installations and environmental waste sites.	Property was acquired by the Federal Government after 1938 and the assessed valuation of the property, when it was acquired by the Federal Government, is at least 10% of the school district's total assessed value.
Section 8003 (Basic Support Payments for Federally-Connected Children)	A district can choose one of the following two options to count students: (1) use a USDE-approved form for counting each enrolled child or (2) use SourceCheck, a USDE-approved means of counting the members of a school district's federally-connected children. It is provided to a parent's employer, a housing officials and a tribal official.	A school district must educate at least 400 Federal students in average daily attendance or have at least a 3% average daily attendance of Federal students.
Section 8003(D) (Children with Disabilities)		Military and Indian Lands students with disabilities with an active IEP.
Section 8004 (Children Residing on Indian Lands)	Districts with children residing on Indian Lands must establish Indian Policies and Procedures to ensure district meets certain requirements.	
Section 8007 (Construction)	Payments for districts to meet capital or construction needs of Federal students.	Two different allocations: 60% is dedicated for competitive grants and 40% is allocated in formula payments to eligible school districts.

Source: National Association of Federally Impacted Schools, "The Basics of Impact Aid."

³National Association for Federally Impacted Schools, "The Basics of Impact Aid." May be accessed at: http://media.wix.com/ugd/423d5a_751601531b7c42948bf292f68a8c8a77.pdf.

Actual payments to a school district are complicated due to the program not being full funded since 1969. It is estimated there is a 45 percent unmet needs. Payments are reduced and distributed on a needs-based formula. The Learning Opportunity Threshold (LOT) is the percentage that shows how dependent a school district is on Impact Aid funding. As the LOT percentage increases, a school district's payment also increases.

School districts with a total student enrollment of fewer than 1,000 students in average daily attendance and have a per-pupil expenditure that is less than the state or national average per-pupil expenditure qualify for an automatic 40 percent of the Learning Opportunity Threshold. In addition, districts may qualify for additional funding if they are considered to be heavily impacted by the presence of the Federal government.

Using federal Fiscal Year 2014-15 USDE data, twelve school districts in South Carolina applied for Impact Aid funding under Sections 8002 and 8003.⁴ Estimated FY 2015 payments were approximately \$1.1 million. Data from the National Association of Federally Impacted Schools are included below. SCDE data are not included because the most recent data available is from Fiscal Year 2012-13.

If the Impact Aid Program was fully funded at the federal level, payments to South Carolina districts would be \$13.6 million. Total payments represented about 7,835 federally-connected students, with a majority of those students enrolled in Berkeley, Charleston, Richland 2 and Sumter school districts.

⁴ FY 2015 SCDE data for Impact Aid was not available. Most recent SCDE data for Impact Aid was FY 2013.

Table 2
Impact Aid Section 8003 Payment Estimates, FY 2015⁵

School District	Learning Opportunity Threshold	Estimated FY 2015 Payment	Maximum FY 2015 Payment	Total Federally-Connected Students Average Daily Attendance
Section 8002 – Federal Property Payments				
Anderson 4		\$216,608	\$3,165,436	
Section 8003 – Basic Support Payments				
Aiken	2%	\$5,019	\$308,402	368.19
Beaufort	0%			0
Berkeley	10%	\$306,137	\$3,252,767	2525.51
Charleston	4%	\$59,367	\$1,744,148	1419.06
Dorchester 2	0%			0
Florence 3	0%			0
Marion	0%			0
Richland 1	1%	\$942	\$136,912	149.72
Richland 2	8%	\$174,405	\$2,344,149	1731.69
Sumter	12%	\$292,120	\$2,648,458	1554.67
Barnwell 29	40%	\$18,493	\$49,713	86.64
TOTAL		\$1,073,091	\$13,649,985	7835.48

Source: National Association of Federally Impacted Schools, “2015 Blue Book (8003).”

Every Student Succeeds Act

There have been recent changes to Impact Aid and the identification of military-connected students due to the passage of the federal Every Child Succeeds Act (ESSA) in December of 2015. Appendix B includes Impact Aid section of ESSA. ESSA requires the disaggregation of student-level data, including the identification, collection and reporting of military-connected students. ESSA also addresses Impact Aid. Funding authorization for Impact Aid is stagnant for the first three years of the four-year authorization. However, some changes to Impact Aid were made:

- technical and formula changes to federal properties that have already reduced program subjectivity and increased timeliness of payments were made permanent;
- the Federal Properties “lockout” provision that prevented eligible federally-impacted school districts from accessing Impact Aid funding was eliminated;
- adjusted the Basic Support formula to ensure equal proration when appropriations are sufficient to fund the Learning Opportunity Threshold;

⁵ National Association for Federally Impacted Schools, “2015 Blue Book (8003).” May be accessed at: http://media.wix.com/ugd/423d5a_5bc3ae0d915648a08deffe8209c850ae.pdf.

- included a hold harmless provision to provide budget certainty to school districts facing a funding cliff or significant changes to their federally-connected student enrollment.⁶

ESSA also requires the state identification, collection and reporting of military-connected students in Title I, Part A, Section 1011:

“(ii) For all students and disaggregated by each subgroup of students described in subsection (b)(2)(B)(xi), homeless status, status as a child in foster care, and status as a student with a parent who is a member of the Armed Forces (as defined in section 101(a)(4) of title 10, United States Code) on active duty (as defined in section 101(d)(5) of such title), information on student achievement on the academic assessments described in subsection (b)(2) at each level of achievement, as determined by the State under subsection (b)(1).⁷

This federal requirement will provide more consistent, easily identifiable data regarding military-connected students with a parent on active duty. As student identification improves, additional supports may be put into place to assist students who live with perpetual challenges presented by frequent moves, parental and sibling deployments, and transitions that include reintegration and dealing with profoundly changed parents. The well-being of these children depends heavily on a network of supportive adults who are trained to identify early signs of emotional or physical challenge.

Virginia – Model Reporting Policy

States have started to improve their identification and reporting on military-connected students. The State of Virginia passed a law last year requiring the Virginia Department of Education to provide non-identifiable aggregate data on newly-enrolled uniformed services-connected students that will be made available to local, state, and federal entities. The primary purpose of the law is to meet the needs of military-connected students. It will also be helpful for districts to determine their eligibility for non-general fund and Impact Aid funding. Appendix C includes the Virginia law.

A "uniformed services-connected student" is defined as a student enrolled in a public school whose parent is serving in either (i) the active component of the U.S. Army, Navy, Air Force, Marine Corps, Coast Guard, or National Guard, the Commissioned Corps of the National Oceanic and Atmospheric Administration, or the Commissioned Corps of the U.S. Public Health Services or (ii) the reserve component of the U.S. Army, Navy, Air Force, Marine Corps, Coast Guard, or National Guard.

⁶ National Conference of State Legislatures, “Summary of the Every Student Succeeds Act, Legislation Reauthorizing the Elementary and Secondary Education Act.” May be accessed at: http://www.ncsl.org/documents/capitolforum/2015/onlineresources/summary_12_10.pdf.

⁷ Every Student Succeeds Act. May be accessed at: <https://www.congress.gov/bill/114th-congress/senate-bill/1177/text#HBCB1043F254B467C880CA4632EB8661D>.

The Virginia Department of Education student records collection system provides the mechanism for identifying uniformed services-connected students. A field was added to the student records collection system for identification of uniformed services-connected students. Beginning fall 2015, the Virginia Department of Education provides non-identifiable aggregate data on uniformed services-connected students available to local, state, and federal entities for the purposes of becoming eligible for non-general fund sources and receiving services to meet the needs of uniformed services-connected students. Uniformed services-connected students are not an “accountability subgroup,” and the new law expressly prohibits the use of the data on such students for the purposes of student achievement, the Standards of Accreditation, student-growth indicators, the school performance report card, or any other school rating system. The military student identifier does not take the place of Impact Aid collection in Virginia. Since Impact Aid requires more extensive information than the identifier, Virginia determined it would be “overly burdensome” to require all school districts to ask the more detailed Impact Aid questions.⁸

While the federal Every Student Succeeds Act requires the identification and collection of military-connected student data, South Carolina has an established mechanism for collecting this information. The South Carolina Department of Education (SCDE) manages PowerSchool, the student identification system that is provided to school districts. It is the primary source for student data and is often used for state and federal reporting requirements. In PowerSchool, a “Parent Military Status” field includes a drop-down list with eight possible student status options:

- (blank) – Neither Parent nor Guardian is serving in any military service.
- 01 – A Parent or Guardian is serving in the National Guard but is not deployed.
- 02 – A Parent or Guardian is serving in the Reserves but is not deployed.
- 03 – A Parent or Guardian is serving in the National Guard and is currently deployed.
- 04 – A Parent or Guardian is serving in the Reserves and is currently deployed.
- 05 – A Parent or Guardian is serving in the military on active duty but is not deployed.
- 06 – A Parent or Guardian is serving in the military on active duty and is currently deployed.
- 07 – The student’s Parent or Guardian died while on active duty within the last year.
- 08 – The student’s Parent or Guardian was wounded while on active duty within the last year.⁹

⁸ Luchau, Melissa; Virginia Department of Education. “Implementing Virginia’s Military Student Identifier.” May be accessed at: http://www.doe.virginia.gov/support/student_family/military/va_council/meetings/2015/092915_military_id_entifier_implementation.pdf.

⁹ SC Department of Education, “PowerSchool Data Collection Manual, January Update 2015-16.” May be accessed at: http://www.ed.sc.gov/scdoe/assets/File/data/information-systems/power-school/SC_PS_Data%20Collection-Specific_Fields_Combos_Jan%202016%20Update.pdf.

This field remains unchanged from the 2014-15 school year. In last year's report, the EOC recommended this field be revised to reflect criteria for qualification for federal impact aid and provide more information regarding students that may be helpful for district and school staff. In a previous section, Virginia's approach to a state-assigned code to identify military-connected students was discussed. Virginia's student data system includes three codes for military-connected students:

- 1 = student is not military connected
- 2 = Active duty; student is a dependent of a member of the Active Duty Forces (Army, Navy, Air Force, Marine Corps, Coast Guard, or National Guard, the Commissioned Corps of the National Oceanic and Atmospheric Administration, or the Commissioned Corps of the U.S. Public Health Services)
- 3 = Reserve; student is a dependent of a member of the National Guard or Reserve Forces (Army, Navy, Air Force, Marine Corps, Coast Guard, or National Guard).¹⁰

If accurately and consistently entered, SCDE's "Parent Military Status" field appears to provide additional information that is not collected in Virginia's student data system. However, by state law, Virginia requires the data be entered three times during the school year – fall, spring and end-of-year. Currently, South Carolina does not have a state law that requires the collection and entry of military-connected student data.

¹⁰Luchau, Melissa; Virginia Department of Education. "Implementing Virginia's Military Student Identifier." May be accessed at:
http://www.doe.virginia.gov/support/student_family/military/va_council/meetings/2015/092915_military_identifier_implementation.pdf.

II. Military-Connected Student Population

National, state and local district collection of military-connected student data is inconsistent. ESSA requires the disaggregation of student-level data, including military-connected students. When this requirement is fully implemented, data collection should become more consistent and accurate. As a state, South Carolina continues to underreport the number of military-connected students. Data provided by the Department of Defense Education Activity (DoDEA), indicates there were 12,335 military-connected students with at least one active-duty parent in November 2015.¹¹ January 2016 data provided by the SC Department of Education (SCDE) indicates there are 7,763 military-connected students, representing a 37 percent underreporting of the DoDEA estimate. However, SCDE reported 7,308 military-connected students in 2014 and 7,763 military-connected students with an active duty parent in January 2016. Appendix D provides more detail about number of military-connected students by school district. This represents a six percent increase in reported military-connected students. Since the actual number of military-connected students reported by DODEA decreased from 13,597 to 12,335, it is possible the six percent increase in military-connected students is due to improved reporting by the districts.

Table 3
Estimated Number of Military-Connected Students
with Active-Duty Parent, 2012-2016

Active Duty	Sept. 2012 DODEA	Nov. 2015 DODEA	2016 SCDE	2014 SCDE
Air Force	3,826	4,766	7,763	7,308
Army	5,855	3,832		
Marines	1,980	2,275		
Navy	1,936	1,462		
TOTAL	13,597	12,335	7,763	7,308

Sources: SC Department of Education; DoDEA

As of January 2016, approximately 957 military-connected students have at least one parent who is deployed, including National Guard, Reserves and active duty military personnel. In addition, 26 military-connected students were reported to have a parent who was on active duty but died within the last year; another 39 military-connected students have a parent who was on active duty and wounded within the last year. Improved reporting of this data is needed so district and school staff can identify students who may need additional support services. As noted in the prior section, military-connected students live with perpetual challenges presented by frequent moves, parental and sibling deployments, and additional transitions that include reintegration and dealing with profoundly changed parents. The well-being of these children

¹¹ The Department of Defense Education Activity (DoDEA) is a civilian agency of the United States Department of Defense that manages all schools for military children and teenagers in the United States and also overseas at American military bases worldwide.

depends heavily on a network of supportive adults who are trained to identify early signs of emotional or physical challenge. Appendix A provides a list of resources for military-connected students and families.

Table 4
Military-Connected Students,
by Parental Military Branch and Deployment Status, January 2016

Military Connection	Number	Percent
National Guard - Not Deployed	835	8.72
Reserves - Not Deployed	716	7.48
National Guard - Deployed	164	1.71
Reserves - Deployed	94	0.98
Active Duty Military - Not Deployed	6,999	73.12
Active Duty Military - Deployed	699	7.30
Active Duty Military - Deceased in last year	26	0.27
Active Duty Military - Wounded in last year	39	0.41
Total	9,572	

Source: SC Department of Education

Of the 9,572 military-connected students (including active duty, Reserves and National Guard) reported by school districts to SCDE, approximately 90 percent of the students attend one of the ten school districts in Table 5 included below. South Carolina's largest military installations are located in Charleston, Beaufort, Richland and Sumter counties.

The Charleston Air Force Base and the Naval Weapons Station in Goose Creek comprise Joint Base Charleston (JBC). Joint Base Charleston is one of 12 DoD Joint Bases and is host to over 60 DoD and Federal agencies. The 628th Air Base Wing delivers installation support to a total force of over 90,000 Airmen, Sailors, Soldiers, Marines, Coast Guardsmen, civilians, dependents, and retirees across four installations including Charleston AFB and Naval Weapons Station Charleston. The base maintains \$7.5 billion in base property and capital assets spanning three seaports, two civilian-military airfields, 38 miles of rail, and 22 miles of coastline total almost 24,000 acres. A few unique programs include operation of three locomotives critical to moving crucial munitions, MRAPS, and tanks, as well as participation in the Global Threat Reduction Initiative. Joint Base Charleston also offers unique installation

support missions including the Harbor Security Patrol, the Transportable Isolation System (TIS), and the Cooper River Dredging.¹²

Marine Corps Air Station Beaufort, home of the Marine Corps' Atlantic Coast fixed-wing, fighter-attack aircraft assets, is located in the heart of the South Carolina Lowcountry and is among the United States military's most important and most historically colorful installations. Consisting of some 6,900 acres 70 miles southwest of Charleston, South Carolina on Highway 21, the installation is home to seven Marine Corps F/A- 18 squadrons. Two additional Navy F/A-18 squadrons joined the Fighborough community in March 2000, strengthening the installation's economic contribution to the local area. Three versions of the F/A-18 Hornet are found aboard MCAS Beaufort, the F/A-18 Hornet A/Cs and the F/A-18 D.¹³ The Marine Corps Recruit Depot is located nearby at Parris Island, which is also located in Beaufort County.

Both Fort Jackson and Shaw Air Force Base are located in the Midlands. Located in Richland County, Fort Jackson is the Army's main production center for Basic Combat Training. Approximately 50 percent of the Army's Basic Combat Training is completed at Fort Jackson, with more than 36,000 troops trained each year. Fort Jackson is home to the U.S. Army Soldier Support Institute, the Armed Forces Army Chaplaincy Center and School, the National Center for Credibility Assessment (formerly the Department of Defense Polygraph Institute), and the Drill Sergeant School, which trains all Active Duty and Reserve instructors.

Located about 40 miles east of Columbia, South Carolina, Shaw Air Force Base, S.C., is home to the 20th Fighter Wing, and headquarters, Ninth Air Force, U.S. Air Forces Central, Third Army and U.S. Army Central. The 20th FW is a unit of Ninth AF and Air Combat Command. With responsibility for the installation as host unit, the 20th FW supports nearly 30 associated units. The base is located on more than 3,569 acres within the city limits of Sumter, S.C. The base also has custodial responsibility for approximately 12,500 acres at Poinsett Electronic Combat Range Complex southwest of Sumter and for 23.5 leased acres at the Lake Wateree Recreational Area, 38 miles northwest of Sumter, near Camden, S.C.¹⁴

¹² Accessed at: <http://www.charleston.af.mil/units/index.asp>.

¹³ Accessed at: <http://www.beaufort.marines.mil/About.aspx>.

¹⁴ Accessed at: <http://www.shaw.af.mil/AboutUs/FactSheets/Display/tabid/6148/Article/663885/shaw-air-force-base.aspx>.

Table 5
School Districts with the Largest Military-Connected Student Populations, 2015 – 2016

District	Number	Percent of Students Statewide
Richland 2	1,985	20.7
Berkeley	1,627	17.0
Dorchester 2	1,600	16.7
Beaufort	1,055	11.0
Lexington 1	897	9.4
Sumter	651	6.8
Kershaw	310	3.2
Oconee	164	1.7
Charleston	162	1.7
SC Public Charter School District	140	1.5
Total	8,591	

Source: SC Department of Education

III. Military-Connected Student Performance

This section provides academic and attendance data for military-connected students for school year 2014-15 including:

- student achievement as measured by the ACT Aspire for third through eighth grades in English language arts and mathematics;
- student achievement as measured by SCPASS on science for students in grade four through eight;
- student achievement as measured by the End-Of-Course Evaluation Program (EOCEP);
- high school graduation rates; and
- student attendance.

Academic Data

The academic achievement of military-connected students was compared to the academic achievement of all students in South Carolina for students in third through eighth grades with ACT Aspire for reading and mathematics and SCPASS for science. For high school students, student performance on the South Carolina End-of-Course Evaluation Program (EOCEP) was considered.

Student Achievement in Grades Three through Eight

According to the company's website, ACT Aspire is a "vertically aligned system of summative and periodic assessments" linked to ACT's College and Career Readiness Benchmarks and predicts a students' performance on the ACT, the college readiness assessment.¹⁵ The test measures student's readiness for college in five areas: English, math, reading, science, and writing.

Military-connected students performed significantly better than their peers in reading, mathematics and science. On average, an additional 9.6 percent of military-connected students tested as "ready" or "exceeding" on ACT Aspire in reading, and an additional 7.8 percent of military-connected students tested as "ready" or "exceeding" on ACT Aspire in mathematics. On the science test of SCPASS the performance gap was even larger; on average an additional 12 percent of military-connected students tested as "met" or better. In eighth grade, an additional 11.9 percent of military-connected students tested as "met" or better on SCPASS science and an additional 11.3 percent of military-connected students tested as "ready" or "exceeding" on ACT Aspire reading.

¹⁵ <http://www.act.org/content/act/en/products-and-services/act-aspire.html>

Table 6
Performance of Military-Connected Students (MCS) Compared to Statewide Average on
State-Administered Tests, 2014-15

Grade Level	ACT Aspire Reading				ACT Aspire Mathematics			
	Number MCS Tested	Percent MCS Ready or Exceeding	State Percent Ready or Exceeding	Difference	Number MCS Math	Percent Ready or Exceeding	State Percent Ready or Exceeding	Difference
3	825	41.6	31.8	9.8	827	69.2	58.0	11.2
4	786	43.4	32.8	10.6	787	59.3	49.4	9.9
5	669	42.6	33.6	9.0	668	58.2	48.2	10.0
6	737	45.9	36.9	9.0	736	57.1	53.2	3.9
7	677	44.6	36.9	7.7	677	40.9	36.4	7.5
8	657	58.0	46.7	11.3	655	39.2	32.0	7.2

Source: SC Department of Education

SCPASS Science				
Grade Level	Number MCS Science	Percent Met or Above	State Percent Met or Above	Difference
4	789	82.9	69.9	13.0
5	667	78.9	66.3	12.6
6	737	75.0	63.6	11.4
7	676	79.3	68.2	11.1
8	656	77.1	65.2	11.9

Source: SC Department of Education

Student Performance in End of Course Exams

In 2014, the mean score for military-connected students was typically six points higher than the mean score for all South Carolina students. On the EOCEP tests, military-connected students continue to outperform all students statewide. However, the gap between military-connected students and all students statewide may be narrowing. The average difference between military-connected students and all students statewide is 3.8 points.

Table 7
End-of-Course Assessment Performance of
Military Connected Students and All Students in South Carolina

Academic Year	Military Connected Students			All South Carolina Students	
	Number of Students	Mean	Letter Grade	Mean	Letter Grade
Algebra 1					
2013	398	83.5	C	78.2	C
2014	535	85.7	B	79.8	C
2015	668	85.7	B	82.6	C
English 1					
2013	350	81.3	C	75.3	D
2014	537	82.2	C	76.0	D
2015	636	83.6	C	79.4	C
Biology					
2013	310	84.2	C	78.1	C
2014	451	85.4	B	79.2	C
2015	580	86.5	B	82.3	B

Source: SC Department of Education

High School Graduation Rate

The federally-approved way of computing a graduation rate is to identify a cohort of students who were ninth grade students in a specific year and calculate the percentage of that cohort that graduates three years later. Students are removed from the cohort when they transfer to other degree-granting institutions or programs. Students who transfer into a district are added to the cohort.

For military-connected students this process was not possible because enrollment history of these students was not available. The EOC evaluation team could not know when students were initially in the ninth grade and could not document transfers into or out of a cohort of students who were initially in the ninth grade three years prior. Available data identifies students by grade level and graduation status. For students who were identified as being in

twelfth grade during the 2014-15 timeframe, the EOC evaluation team could identify: (1) those students who graduated, (2) those who received a certificate or did not graduate, and (3) those students who transferred to other degree-granting institutions and were removed from the graduation cohort. Based on this information, the graduation rates for military-connected students are included below.

Table 8
Four-Year High School Graduation Rates for Military-Connected Students (MCS) and
Statewide Graduation Rates

Year	Total Number of MCS	Percent MCS Graduates	State Four Year Graduation Rate
2013	237	96.5	77.5
2014	309	97.4	80.1
2015	407	95.3	80.3

Attendance Data

Student attendance rates were computed using information provided by SCDE. Within any year, the number of students reported by school districts as military connected with an active duty parent is only 63 percent of the number reported by the Defense Manpower Data Center. The average percent of school days absent for all districts that reported military-connected students is 4.2 percent. There are nine districts with at least 30 reported military-connected students who average more than 4.2 percent absent days; these districts are shaded in the table below. At 5.6 percent, Spartanburg 7 reports the highest absence rate and Florence 1 has the lowest absence rate.

Table 9
Percent of Days Absent in School Districts with
at least 30 Military-Connected Students

District	Number of MCS Students	Percent of Days Absent
Average for All Districts	9571	4.2
Spartanburg 7	30	5.6
Colleton	65	5.1
Greenville	58	5.0
Aiken	83	4.9
Pickens	127	4.8
Beaufort	1054	4.8
Charleston	162	4.5
Kershaw	310	4.4
Dorchester	1600	4.3
Berkeley	1627	4.2
Hampton 1	74	4.1
Lexington 1	897	4.0
Sumter	651	3.9
Oconee	164	3.9
Edgefield	62	3.8
Richland 2	1985	3.8
Richland 1	89	3.7
Horry	56	3.4
SC Public Charter School District	140	3.1

Appendix A

Resources for Military-Connected Students and Families

The Department of Defense Education Activity (DoDEA) is a civilian agency of the United States Department of Defense that manages all schools for military children and teenagers in the United States and also overseas at American military bases worldwide. This information is also helpful for local school districts to understand the needs of students and how to support them in a comprehensive manner. DoDEA's Website "Keeping Students at the Center" <http://slmodules.dodea.edu/>.

School Liaison Officers serve as a primary point of contact for students and their families transitioning to new communities and schools. They are also a resource for schools and school districts. To view a list of school liaison officers by branch, go to <http://www.dodea.edu/Partnership/schoolLiaisonOfficers.cfm>. Below is a list of additional information regarding school liaison officers by installation:

Fort

Jackson: http://www.fortjacksonmwr.com/school_liaison and http://www.militaryinstallations.dod.mil/MOS/f?p=MI:CONTENT:0:::P4_INST_ID,P4_CONTENT_TITLE,P4_CONTENT_EKMT_ID,P4_CONTENT_DIRECTORY:4210,Education,30.90.120.30.30.0.0.0.0,12

Beaufort: <http://www.mccs-sc.com/mil-fam/slp.shtml> and http://www.militaryinstallations.dod.mil/MOS/f?p=MI:CONTENT:0:::P4_INST_ID,P4_CONTENT_TITLE,P4_CONTENT_EKMT_ID,P4_CONTENT_DIRECTORY:4240,Education,30.90.120.30.30.0.0.0.0,12.

Joint Base Charleston: <http://www.charleston.af.mil/news/story.asp?id=123469714> and http://www.militaryinstallations.dod.mil/MOS/f?p=MI:CONTENT:0:::P4_INST_ID,P4_CONTENT_TITLE,P4_CONTENT_EKMT_ID,P4_CONTENT_DIRECTORY:7195,Education,30.90.120.30.30.0.0.0.0,12.

Shaw Air Force

Base: http://www.militaryinstallations.dod.mil/MOS/f?p=MI:CONTENT:0:::P4_INST_ID,P4_CONTENT_TITLE,P4_CONTENT_EKMT_ID,P4_CONTENT_DIRECTORY:4270,Education,30.90.120.30.30.0.0.0.0,12

Military Impacted School Association is a national organization of school superintendents. MISA supports school districts with a high concentration of military children by providing detailed, comprehensive information regarding impact aid and resources for families and schools.

<http://militaryimpactedschoolsassociation.org/>

The **Military Interstate Children's Compact Commission (MIC3)** provides consistent policy in every school district and in every state that voluntarily joins MIC3. MIC3 addresses key

educational transition issues such as enrollment, placement, attendance, eligibility and graduation.

<http://www.mic3.net>

For more information about South Carolina's role in MIC3, go to <http://ed.sc.gov/agency/lpa/mic.cfm>.

South Carolina Military Kids is part of the National OMK initiative designated to provide support to the children and youth of families that are impacted by global contingency operations. This includes those served by Army installations, Air Force, Navy and Marine bases, and those families, children and youth who are geographically dispersed.

https://www.clemson.edu/extension/4h/kids_families/militarypartners/

The **Military Child Education Coalition (MCEC)** focuses on ensuring quality educational opportunities for all military children affected by mobility, family separation, and transition. A 501(c)(3) non-profit, world-wide organization, the MCEC performs research, develops resources, conducts professional institutes and conferences, and develops and publishes resources for all constituencies.

www.militarychild.org

Military OneSource is a confidential Department of Defense-funded program providing comprehensive information on every aspect of military life at no cost to active duty, National Guard, and reserve members, and their families.

Information includes, but is not limited to, deployment, reunion, relationships, grief, spouse employment and education, parenting and childhood services. It is a virtual extension to installation services.

The program also provides free resources to schools, including books and videos with relevant topics that help students cope with divorce and deployment.

www.militaryonesource.mil

South Carolina Programs

The **International Baccalaureate** Program helps students develop skills to create a better and peaceful world through intercultural understanding and respect. For more information, including a list of South Carolina schools participating in the IB Program, go to <http://ed.sc.gov/agency/programs-services/127/>.

Four-year-old kindergarten is available in the state and is offered in public schools and private child care centers. State-funded prekindergarten for four-year-olds serves children in the "most

at-risk” category, where family income falls 185% below poverty level or the family is Medicaid eligible. Families may also be eligible for other services such as Even Start, Head Start, state-funded family literacy programs, Social Security, food stamps, Medicaid or temporary assistance to needy families (TANF).

Children also qualify in case of a documented developmental delay, an Individual Education Plan (IEP) requiring pre-kindergarten, incarceration of a parent, placement in a foster home, or a child who is homeless. Documentation of family or child “most at-risk” conditions must be kept on file for review. Children who participate in free and reduced meal programs at the center/school they attend may also qualify, if income eligibility is verified on each child and records are kept on file for review.

Some districts use local funds to serve children who are not in the “at risk” category. Several districts serve all children who request services. A few districts charge a fee for non-qualifying children, but state regulations prohibit any fees for “at risk” children.

State law says that “students may enter kindergarten in the public schools of this State if they will attain the age of four on or before September first of the applicable school year.”

Appendix B

Impact Aid Section of Every Student Succeeds Act

TITLE VII—IMPACT AID

SEC. 7001. GENERAL PROVISIONS.

(a) **IMPACT AID IMPROVEMENT ACT OF 2012.**—Section 563(c) of National Defense Authorization Act for Fiscal Year 2013 (Public Law 112–239; 126 Stat. 1748; 20 U.S.C. 6301 note) (also known as the “Impact Aid Improvement Act of 2012”), as amended by section 563 of division A of Public Law 113–291, is amended—(1) by striking paragraphs (1) and (4); and (2) by redesignating paragraphs (2) and (3), as paragraphs (1) and (2), respectively.

(b) **REPEAL.**—Section 309 of division H of the Consolidated Appropriations Act, 2014 (Public Law 113–76; 20 U.S.C. 7702 note) is repealed.

(c) **TITLE VII REDESIGNATIONS.**—Title VIII (20 U.S.C. 7701 et seq.) is redesignated as title VII and further amended—(1) by redesignating sections 8001 through 8005 as sections 7001 through 7005, respectively; and
(2) by redesignating sections 8007 through 8014 as sections 7007 through 7014, respectively.

(d) **CONFORMING AMENDMENTS.**—Title VII (as redesignated by subsection (c) of this section) is further amended—

(1) by striking “section 8002” each place it appears and inserting “section 7002”; (2) by striking “section 8003” each place it appears and inserting “section 7003”; (3) by striking “section 8003(a)(1)” each place it appears and inserting “section 7003(a)(1)”; (4) by striking “section 8003(a)(1)(C)” each place it appears and inserting “section 7003(a)(1)(C)”; (5) by striking “section 8003(a)(2)” each place it appears and inserting “section 7003(a)(2)”; (6) by striking “section 8003(b)” each place it appears and inserting “section 7003(b)”; (7) by striking “section 8003(b)(1)” each place it appears and inserting “section 7003(b)(1)”; (8) by striking “section 8003(b)(2)” each place it appears and inserting “section 7003(b)(2)”; (9) by striking “section 8014(a)” each place it appears and inserting “section 7014(a)”; (10) by striking “section 8014(b)” each place it appears and inserting “section 7014(b)”; and (11) by striking “section 8014(e)” each place it appears and inserting “section 7014(d)”.

SEC. 7002. PURPOSE.

Section 7001, as redesignated by section 7001 of this Act, is amended in the matter preceding paragraph (1), by striking “challenging State standards” and inserting “the same challenging State academic standards”.

SEC. 7003. PAYMENTS RELATING TO FEDERAL ACQUISITION OF REAL PROPERTY.

Section 7002, as redesignated and amended by section 7001 of this Act, is further amended—(1) in subsection (a)(1)(C), by striking the matter preceding clause (i) and inserting the following: “(C) had an assessed value according to original records (including facsimiles or other reproductions of those records) documenting the assessed value of such property (determined as of the time or times when so acquired) prepared by the local officials referred to in subsection

(b)(3) or, when such original records are not available due to unintentional destruction (such as natural disaster, fire, flooding, pest infestation, or deterioration due to age), other records, including Federal agency records, local historical records, or other records that the Secretary determines to be appropriate and reliable, aggregating 10 percent or more of the assessed value of—”; (2) in subsection (b)— (A) in paragraph (1)(C) by striking “section 8003(b)(1)(C)” and inserting “section 7003(b)(1)(C)”; (B) in paragraph (3), by striking subparagraph (B) and inserting the following: “(B) SPECIAL RULE.—In the case of Federal property eligible under this section that is within the boundaries of 2 or more local educational agencies that are eligible under this section, any of such agencies may ask the Secretary to calculate (and the Secretary shall calculate) the taxable value of the eligible Federal property that is within its boundaries by— “(i) first calculating the per-acre value of the eligible Federal property separately for each eligible local educational agency that shared the Federal property, as provided in subparagraph (A)(ii); “(ii) then averaging the resulting per-acre values of the eligible Federal property from each eligible local educational agency that shares the Federal property; and “(iii) then applying the average per-acre value to determine the total taxable value of the eligible Federal property under subparagraph (A)(iii) for the requesting local educational agency.”; (3) in subsection (e)(2), by adding at the end the following: “For each fiscal year beginning on or after the date of enactment of the Every Student Succeeds Act, the Secretary shall treat S. 1177—275 local educational agencies chartered in 1871 having more than 70 percent of the county in Federal ownership as meeting the eligibility requirements of subparagraphs (A) and (C) of subsection (a)(1).”; (4) by striking subsection (f) and inserting the following: “(f) SPECIAL RULE.—For each fiscal year beginning on or after the date of enactment of the Every Student Succeeds Act, a local educational agency shall be deemed to meet the requirements of subsection (a)(1)(C) if the agency was eligible under paragraph (1) or (3) of section 8002(f) as such section was in effect on the day before the date of enactment of the Every Student Succeeds Act.”; (5) by striking subsection (g) and inserting the following: “(g) FORMER DISTRICTS.— “(1) CONSOLIDATIONS.—For fiscal year 2006 and each succeeding fiscal year, if a local educational agency described in paragraph (2) is formed at any time after 1938 by the consolidation of 2 or more former school districts, the local educational agency may elect to have the Secretary determine its eligibility for assistance under this section for any fiscal year on the basis of 1 or more of those former districts, as designated by the local educational agency. “(2) ELIGIBLE LOCAL EDUCATIONAL AGENCIES.—A local educational agency referred to in paragraph (1) is— “(A) any local educational agency that, for fiscal year 1994 or any preceding fiscal year, applied, and was determined to be eligible under, section 2(c) of the Act of September 30, 1950 (Public Law 874, 81st Congress) as that section was in effect for that fiscal year; or “(B) a local educational agency— “(i) that was formed by the consolidation of 2 or more districts, at least 1 of which was eligible for assistance under this section for the fiscal year preceding the year of the consolidation; and “(ii) which includes the designation referred to in paragraph (1) in its application under section 7005 for a fiscal year beginning on or after the date of enactment of the Every Student Succeeds Act or any timely amendment to such application. “(3) AMOUNT.—A local educational agency eligible under paragraph (1) shall receive a foundation payment as provided for under subparagraphs (A) and (B) of subsection (h)(1), except

that the foundation payment shall be calculated based on the most recent payment received by the local educational agency based on its status prior to consolidation.”; (6) in subsection (h)(4), by striking “For each local educational agency that received a payment under this section for fiscal year 2010 through the fiscal year in which the Impact Aid Improvement Act of 2012 is enacted” and inserting “For each local educational agency that received a payment under this section for fiscal year 2010 or any succeeding fiscal year”; (7) by repealing subsections (k) and (m); (8) by redesignating subsection (l) as subsection (j); (9) in subsection (j) (as redesignated by paragraph (8)), by striking “(h)(4)(B)” and inserting “(h)(2)”; (10) by redesignating subsection (n) as subsection (k); and S. 1177—276 (11) in subsection (k)(1) (as redesignated by paragraph (10)), by striking “section 8013(5)(C)(iii)” and inserting “section 7013(5)(C)(iii)”.

SEC. 7004. PAYMENTS FOR ELIGIBLE FEDERALLY CONNECTED CHILDREN.

Section 7003, as redesignated and amended by section 7001 of this Act, is further amended— (1) in subsection (a)(5)(A), by striking “to be children” and all that follows through the period at the end and inserting “or under lease of off-base property under subchapter IV of chapter 169 of title 10, United States Code, to be children described under paragraph (1)(B), if the property described is— “(i) within the fenced security perimeter of the military facility; or “(ii) attached to, and under any type of force protection agreement with, the military installation upon which such housing is situated.”; (2) in subsection (b)—(A) in paragraph (1)—(i) by striking subparagraph (E); and (ii) by redesignating subparagraphs (F) and (G) as subparagraphs (E) and (F), respectively; (B) in paragraph (2), by striking subparagraphs (B) through (H) and inserting the following: “(B) ELIGIBILITY FOR HEAVILY IMPACTED LOCAL EDUCATIONAL AGENCIES.—“(i) IN GENERAL.—A heavily impacted local educational agency is eligible to receive a basic support payment under subparagraph (A) with respect to a number of children determined under subsection (a)(1) if the agency—“(I) is a local educational agency—“(aa) whose boundaries are the same as a Federal military installation or an island property designated by the Secretary of the Interior to be property that is held in trust by the Federal Government; and “(bb) that has no taxing authority; “(II) is a local educational agency that—“(aa) has an enrollment of children described in subsection (a)(1) that constitutes a percentage of the total student enrollment of the agency that is not less than 45 percent; “(bb) has a per-pupil expenditure that is less than—“(AA) for an agency that has a total student enrollment of 500 or more students, 125 percent of the average per-pupil expenditure of the State in which the agency is located; or “(BB) for any agency that has a total student enrollment of less than 500 students, 150 percent of the average per-pupil expenditure of the State in which the agency is located or the average per-pupil S. 1177—277 expenditure of 3 or more comparable local educational agencies in the State in which the agency is located; and “(cc) is an agency that has a tax rate for general fund purposes that is not less than 95 percent of the average tax rate for general fund purposes of comparable local educational agencies in the State; “(III) is a local educational agency that—“(aa) has a tax rate for general fund purposes which is not less than 125 percent of the average tax rate for general fund purposes for comparable local educational agencies in the State; and “(bb)(AA) has an enrollment of children described in subsection (a)(1) that constitutes a percentage of the total student enrollment of the agency that is not less than 30 percent; or “(BB) has an enrollment of

children described in subsection (a)(1) that constitutes a percentage of the total student enrollment

of the agency that is not less than 20 percent, and for the 3 fiscal years preceding the fiscal year for which the determination is made, the average enrollment of children who are not described in subsection (a)(1) and who are

eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act constitutes a percentage of the total student enrollment of the agency that is not less than 65 percent; “(IV) is a local educational agency that has a total student enrollment of not less than 25,000 students, of which—“(aa) not less than 50 percent are children described in subsection (a)(1); and “(bb) not less than 5,000 of such children are children described in subparagraphs (A) and (B) of subsection (a)(1); or “(V) is a local educational agency that—“(aa) has an enrollment of children described in subsection (a)(1) including, for purposes of determining eligibility, those children described in subparagraphs (F) and (G) of such subsection, that is not less than 35 percent of the total student enrollment of the

agency; “(bb) has a per-pupil expenditure described in subclause (II)(bb) (except that a local educational agency with a total student enrollment of less than 350 students shall be deemed to have satisfied such per-pupil expenditure requirement) and has a tax rate for general fund purposes which is not less than 95 percent of the average tax rate for general fund purposes for comparable local educational agencies in the State; and “(cc) was eligible to receive assistance under subparagraph (A) for fiscal year 2001. “(ii) LOSS OF ELIGIBILITY.—“(I) IN GENERAL.—Subject to subclause (II), a heavily impacted local educational agency that met the requirements of clause (i) for a fiscal year shall be ineligible to receive a basic support payment under subparagraph (A) if the agency fails

to meet the requirements of clause (i) for a subsequent fiscal year, except that such agency shall continue to receive a basic support payment under this paragraph for the fiscal year for which the ineligibility determination is made.

“(II) LOSS OF ELIGIBILITY DUE TO FALLING BELOW 95 PERCENT OF THE AVERAGE TAX RATE FOR GENERAL FUND PURPOSES.—In the case of a heavily impacted local educational agency described in subclause (II) or (V) of clause (i) that is eligible to receive a basic support payment under subparagraph (A), but that has had, for 2 consecutive fiscal years, a tax rate for general fund purposes that falls below 95 percent of the average tax rate for general fund purposes of comparable local educational agencies in the State, such agency shall be determined to be ineligible under clause

(i) and ineligible to receive a basic support payment under subparagraph (A) for each fiscal year succeeding such 2 consecutive fiscal years for which the agency has such a tax rate for general fund purposes, and until the fiscal year for which the agency resumes such eligibility in accordance with clause (iii).

“(III) TAKEN OVER BY STATE BOARD OF EDUCATION.—

In the case of a heavily impacted local educational agency that is eligible to receive a basic support payment under subparagraph (A), but that has been taken over by a State board of education in any 2 previous years, such agency shall be deemed to maintain heavily impacted status for 2 fiscal years following the date of enactment

of the Every Student Succeeds Act.

“(iii) RESUMPTION OF ELIGIBILITY.—A heavily impacted local educational agency described in clause (i) that becomes ineligible under such clause for 1 or more fiscal years may resume eligibility for a basic support payment under this paragraph for a subsequent fiscal year only if the agency meets the requirements of clause (i) for that subsequent fiscal year, except that

such agency shall not receive a basic support payment under this paragraph until the fiscal year succeeding the fiscal year for which the eligibility determination is made.

“(C) MAXIMUM AMOUNT FOR HEAVILY IMPACTED LOCAL EDUCATIONAL AGENCIES.—S. 1177—279

“(i) IN GENERAL.—Except as provided in subparagraph (D), the maximum amount that a heavily impacted local educational agency is eligible to receive under this paragraph for any fiscal year is the sum of the total weighted student units, as computed under subsection (a)(2) and subject to clause (ii), multiplied by the greater of—

“(I) four-fifths of the average per-pupil expenditure of the State in which the local educational agency is located for the third fiscal year preceding the fiscal year for which the determination is made; or “(II) four-fifths of the average per-pupil expenditure of all of the States for the third fiscal year preceding the fiscal year for which the determination is made. “(ii) CALCULATION OF WEIGHTED STUDENT UNITS.—“(I) IN GENERAL.—“(aa) PERCENTAGE ENROLLMENT.—For a local educational agency in which 35 percent or more of the total student enrollment of the schools of the agency are children described in subparagraph (D) or

(E) (or a combination thereof) of subsection (a)(1), and that has an enrollment of children described in subparagraph (A), (B), or (C) of such subsection equal to at least 10 percent of the agency’s total enrollment, the Secretary shall calculate the weighted student units of those children described in subparagraph (D) or (E) of such subsection by multiplying the number of such children by a factor of 0.55. “(bb) EXCEPTION.—Notwithstanding item (aa), a local educational agency that received a payment under this paragraph for fiscal year 2013 shall not be required to have an enrollment of children described in subparagraph (A), (B), or (C) of subsection (a)(1) equal to at least 10 percent of the agency’s total enrollment and shall be eligible for the student weight as provided for in item (aa).

“(II) ENROLLMENT OF 100 OR FEWER CHILDREN.—For a local educational agency that has an enrollment of 100 or fewer children described in subsection (a)(1), the Secretary shall calculate the total number of weighted student units for purposes of subsection (a)(2) by multiplying the number of such children by a factor of 1.75.

“(III) ENROLLMENT OF MORE THAN 100 CHILDREN BUT LESS THAN 1000.—For a local educational agency that is not described under subparagraph (B)(i)(I) and has an enrollment of more than 100 but not more than 1,000 children described in subsection (a)(1), the Secretary shall calculate the total number of weighted student units for purposes of subsection (a)(2) by multiplying the number of such children by a factor of 1.25.

“(D) MAXIMUM AMOUNT FOR LARGE HEAVILY IMPACTED LOCAL EDUCATIONAL AGENCIES.—“(i) IN GENERAL.—“(I) FORMULA.—Subject to clause (ii), the maximum amount that a heavily impacted local educational agency described in subclause (II) is eligible to receive under this paragraph for any fiscal year shall be determined in accordance with the formula described in paragraph (1)(C).

“(II) HEAVILY IMPACTED LOCAL EDUCATIONAL AGENCY.—A heavily impacted local educational agency described in this subclause is a local educational agency that has a total student enrollment of not less than 25,000 students, of which not less than 50 percent are children described in subsection (a)(1) and not less than 5,000 of such children are children described in subparagraphs (A) and (B) of subsection (a)(1). “(ii) FACTOR.—For purposes of calculating the maximum amount described in clause (i), the factor used in determining the weighted student units under subsection (a)(2) with respect to children described in subparagraphs (A) and (B) of subsection (a)(1) shall be 1.35.

“(E) DATA.—For purposes of providing assistance under this paragraph, the Secretary shall use student, revenue,

expenditure, and tax data from the third fiscal year preceding the fiscal year for which the local educational agency

is applying for assistance under this paragraph.

“(F) DETERMINATION OF AVERAGE TAX RATES FOR GENERAL FUND PURPOSES.—

“(i) IN GENERAL.—Except as provided in clause (ii), for the purpose of determining the average tax rates for general fund purposes for local educational agencies in a State under this paragraph, the Secretary shall use either—

“(I) the average tax rate for general fund purposes for comparable local educational agencies, as determined by the Secretary in regulations; or “(II) the average tax rate of all the local educational agencies in the State. “(ii) FISCAL YEARS 2010–2015.—“(I) IN GENERAL.—For fiscal years 2010 through 2015, any local educational agency that

was found ineligible to receive a payment under subparagraph (A) because the Secretary determined that it failed to meet the average tax rate requirement for general fund purposes in subparagraph (B)(i)(II)(cc), shall be considered to have met that requirement, if its State determined, through an alternate calculation of average tax rates for

general fund purposes, that such local educational agency met that requirement. “(II) SUBSEQUENT FISCAL YEARS AFTER 2015.— For any succeeding fiscal year after 2015, any local educational agency identified in subclause

S. 1177—281 (I) may continue to have its State use that alternate methodology to calculate whether the average

tax rate requirement for general fund purposes under subparagraph (B)(i)(II)(cc) is met.

“(III) AVAILABILITY OF FUNDS.—Notwithstanding any other provision of law limiting the period during which the Secretary may obligate funds appropriated for any fiscal year after 2012, the Secretary shall reserve a total of \$14,000,000 from funds that remain unobligated under this section from fiscal years 2015 or 2016 in order to make payments under this clause for fiscal years 2011 through 2014.

“(G) ELIGIBILITY FOR HEAVILY IMPACTED LOCAL EDUCATIONAL AGENCIES AFFECTED BY PRIVATIZATION OF MILITARY HOUSING.—

“(i) ELIGIBILITY.—For any fiscal year, a heavily impacted local educational agency that received a basic support payment under this paragraph for the prior fiscal year, but is ineligible for such payment for the current fiscal year under subparagraph (B) due to the conversion of military housing units to private housing described in clause (iii), or as the direct result of base realignment and closure or modularization as determined by the Secretary of Defense and force structure change or force relocation, shall be deemed to meet the eligibility requirements under subparagraph (B) for the period during which the housing units are undergoing such conversion or during such time as activities associated with base closure and realignment, modularization, force structure change, or force relocation are ongoing.

“(ii) AMOUNT OF PAYMENT.—The amount of a payment to a heavily impacted local educational agency for a fiscal year by reason of the application of clause (i), and calculated in accordance with subparagraph (C) or (D), as the case may be, shall be based on the number of children in average daily attendance in the schools of such agency for the fiscal year and under the same provisions of subparagraph (C) or (D) under which the agency was paid during the prior fiscal year.

“(iii) CONVERSION OF MILITARY HOUSING UNITS TO PRIVATE HOUSING DESCRIBED.— For purposes of clause (i), ‘conversion of military housing units to private housing’ means the conversion of military housing units to private housing units pursuant to subchapter IV of chapter 169 of title 10, United States Code, or pursuant to any other related provision of law.”; (C) in paragraph (3)—(i) in subparagraph (B), by striking clause (iii) and inserting the following:

“(iii) In the case of a local educational agency providing a free public education to students enrolled in kindergarten through grade 12, that enrolls students described in subparagraphs (A), (B), and (D) of subsection (a)(1) only in grades 9 through 12, and that received a final payment for fiscal year 2009 calculated under section 8003(b)(3) (as such section was in effect on the day before the date of enactment of the Every Student Succeeds Act) for students in grades 9 through 12, the Secretary shall, in calculating the agency’s payment, consider only that portion of such agency’s total enrollment of students in grades 9 through 12 when calculating the percentage under clause (i)(I) and only that portion of the total current expenditures attributed to the operation of grades 9 through 12 in such agency when calculating the percentage under clause (i)(II).”; (ii) in subparagraph (C), by striking “subparagraph (D) or (E) of paragraph (2), as the case may be” and inserting “subparagraph (C) or (D) of paragraph (2), as the case may be”; and (iii) by striking subparagraph (D) and inserting the following:

“(D) Ratable Distribution.—For fiscal years described in subparagraph (A), for which the sums available exceed the amount required to pay each local educational agency 100 percent of its threshold payment, the Secretary shall distribute the excess sums to each eligible local educational agency that has not received its full amount computed under paragraphs (1) or (2) (as the case may be) by multiplying— “(i) a percentage, the denominator of which is the difference between the full amount computed under paragraph (1) or (2) (as the case may be) for all local educational agencies and the amount of the threshold payment (as calculated under subparagraphs (B) and (C)) of all local educational agencies, and the numerator of which is the aggregate of the excess sums, by “(ii) the difference between the full amount computed under paragraph (1) or (2) (as the case may be) for the agency and the amount of the threshold payment (as calculated under subparagraphs (B) or (C)) of the agency, except that no local educational agency shall receive more than 100 percent of the maximum payment calculated under subparagraph (C) or (D) of paragraph (2).

“(E) Insufficient Payments.—For each fiscal year described in subparagraph (A) for which the sums appropriated are insufficient to pay each local educational agency all of the local educational agency’s threshold payment described in subparagraph (B), the Secretary shall ratably reduce the payment to each local educational agency under this paragraph.

“(F) Increases.—“(i) Increases Based on Insufficient Funds.—If additional funds become available under 7014(b) for making payments under paragraphs (1) and (2) and those funds are not sufficient to increase each local educational agency’s threshold payment above 100 percent of its threshold payment described in subparagraph (B), payments that were reduced under subparagraph (E) shall be increased by the Secretary on the same basis as such payments were reduced. “(ii) Increases Based on Sufficient Funds.—If additional funds become available under section 7014(b) for making payments under paragraphs (1) and (2) and those funds are sufficient to increase each local educational agency’s threshold payment above 100 percent of its threshold payment described in subparagraph (B), the payment for each local educational agency shall be 100 percent of its threshold payment.

The Secretary shall then distribute the excess sums to each eligible local educational agency in accordance with subparagraph (D).

“(G) Provision of Tax Rate and Resulting Percentage.— As soon as practicable following the payment of funds under paragraph (2) to an eligible local educational agency, the Secretary shall provide the local educational agency with a description of—“(i) the tax rate of the local educational agency; and “(ii) the percentage such tax rate represents of the average tax rate for general fund purposes of comparable local educational agencies in the State as determined under subclauses (II)(cc), III(aa), or (V)(bb) of paragraph (2)(B)(i) (as the case may be).”; and (D) in paragraph (4)—(i) in subparagraph (A), by striking “through (D)” and inserting “and (C)”; and (ii) in subparagraph (B), by striking “subparagraph (D) or (E)” and inserting

“subparagraph (C) or (D)”; (3) in subsection (c), by striking paragraph (2) and inserting the following: “(2) EXCEPTION.—Calculation of payments for a local educational agency shall be based on data from the fiscal year for which the agency is making an application for payment if such agency—“(A) is newly established by a State, for the first year of operation of such agency only; “(B) was eligible to receive a payment under this section for the previous fiscal year and has had an overall increase in enrollment (as determined by the Secretary in consultation with the Secretary of Defense, the Secretary of the Interior, or the heads of other Federal agencies)—“(i)(I) of not less than 10 percent of children described in—“(aa) subparagraph (A), (B), (C), or (D) of subsection (a)(1); or “(bb) subparagraphs (F) and (G) of subsection (a)(1), but only to the extent that such children are civilian dependents of employees of the Department of Defense or the Department of the Interior; or “(II) of not less than 100 of such children; and “(ii) that is the direct result of closure or realignment of military installations under the base closure process or the relocation of members of the Armed Forces and civilian employees of the Department of Defense as part of the force structure changes or movements of units or personnel between military installations or because of actions initiated by the Secretary of the Interior or the head of another Federal agency; or “(C) was eligible to receive a payment under this section for the previous fiscal year and has had an increase in enrollment (as determined by the Secretary)—“(i) of not less than 10 percent of children described in subsection (a)(1) or not less than 100 of such children; and “(ii) that is the direct result of the closure of a local educational agency that received a payment under subsection (b)(1) or (b)(2) for the previous fiscal year.”; (4) in subsection (d)(1), by striking “section 8014(c)” and inserting “section 7014(c)”; (5) in subsection (e)—(A) by redesignating paragraph (3) as paragraph (4); (B) by striking paragraphs (1) and (2) and inserting the following: “(1) IN GENERAL.—In the case of any local educational agency eligible to receive a payment under subsection (b) whose calculated payment amount for a fiscal year is reduced by 20 percent, as compared to the amount received for the previous fiscal year, the Secretary shall pay the local educational agency, for the year of the reduction and the following 2 years, the amount determined under paragraph (2). “(2) AMOUNT OF REDUCTION.—Subject to paragraph (3), A local educational agency described in paragraph (1) shall receive—“(A) for the first year for which the reduced payment is determined, an amount that is not less than 90 percent of the total amount that the local educational agency received under subsection (b) for the previous fiscal year; “(B) for the second year following such reduction, an amount that is not less than 85 percent of the total amount that the local educational agency received under subparagraph (A); and “(C) for the third year following such reduction, an amount that is not less than 80 percent of the total amount that the local educational agency received under subparagraph (B). “(3) SPECIAL RULE.—For any fiscal year for which a local educational agency would receive a payment under subsection (b) in excess of the amount determined under paragraph (2), the payment received by the local educational agency for such fiscal year shall be calculated under paragraph (1) or (2) of subsection (b).”; and (6) by striking subsection (g).

SEC. 7005. POLICIES AND PROCEDURES RELATING TO CHILDREN RESIDING ON INDIAN LANDS.

Section 7004(e)(9), as redesignated and amended by section 7001 of this Act, is further amended by striking “Affairs” both places the term appears and inserting “Education”.

SEC. 7006. APPLICATION FOR PAYMENTS UNDER SECTIONS 7002 AND 7003.

Section 7005, as redesignated and amended by section 7001 of this Act, is further amended— (1) in the section heading, by striking “**8002 AND 8003**” and inserting “**7002 AND 7003**”; (2) by striking “or 8003” each place it appears and inserting “or 7003”; (3) in subsection (b)—(A) in the matter preceding paragraph (1), by striking “, and shall contain such information,”; and (B) by striking “section 8004” and inserting “section 7004”; and (4) in subsection (d)(2), by striking “section 8003(e)” and inserting “section 7003(e)”;

SEC. 7007. CONSTRUCTION.

Section 7007, as redesignated and amended by section 7001 of this Act, is further amended— (1) in subsection (a)—

(A) in paragraph (3)(A)(i)—(i) by redesignating the first subclause (II) as subclause (I); (ii) in subclause (II), by striking “section 8008(a)” and inserting “section 7008(a)”; and (B) in paragraph (4), by striking “section 8013(3)” and inserting “section 7013(3)”; and (2) in subsection (b)—(A) in paragraph (3)(C)(i)(I), by adding at the end the following: “(cc) Not less than 10 percent of the property acreage in the agency is exempt from State and local taxation under Federal law.”; and (B) in paragraph (6)—(i) in the matter preceding subparagraph (A), by striking “, in such manner, and accompanied by such information” and inserting “and in such manner”; (ii) in subparagraph (A), by inserting before the period at the end the following: “, and containing such additional information as may be necessary to meet any award criteria for a grant under this subsection as provided by any other Act”; and (iii) by striking subparagraph (F).

SEC. 7008. FACILITIES.

Section 7008(a), as redesignated by section 7001 of this Act, is amended by striking “section 8014(f)” and inserting “section 7014(e)”.

SEC. 7009. STATE CONSIDERATION OF PAYMENTS IN PROVIDING STATE AID.

Section 7009, as redesignated and amended by section 7001 of this Act, is further amended— (1) by striking “section 8011(a)” each place it appears and inserting “section 7011(a)”; (2) in subsection (b)(1)—(A) by striking “or 8003(b)” and inserting “or 7003(b)”; and (B) by striking “section 8003(a)(2)(B)” and inserting “section 7003(a)(2)(B)”; and (3) in subsection (c)(1)(B), by striking “and contain the information” and inserting “that” after “form”.

SEC. 7010. FEDERAL ADMINISTRATION.

Section 7010, as redesignated and amended by section 7001 of this Act, is further amended— (1) in subsection (c)— (A) in paragraph (1), in the paragraph heading, by striking “8003(a)(1)” and inserting “7003(a)(1)”; (B) in paragraph (2)(D), by striking “section 8009(b)” and inserting “section 7009(b)”; and (2) in subsection (d)(2), by striking “section 8014” and inserting “section 7014”.

SEC. 7011. ADMINISTRATIVE HEARINGS AND JUDICIAL REVIEW.

Section 7011(a), as redesignated by section 7001 of this Act, is amended by striking “or under the Act” and all that follows through “1994”).

SEC. 7012. DEFINITIONS.

Section 7013, as redesignated by section 7001 of this Act, is amended—(1) in paragraph (1), by striking “and Marine Corps” and inserting “Marine Corps, and Coast Guard”; (2) in paragraph (4), by striking “and title VI”; (3) in paragraph (5)(A)—(A) in clause (ii), by striking subclause (III) and inserting the following: “(III) conveyed at any time under the Alaska Native Claims Settlement Act to a Native individual, Native group, or village or regional corporation (including

single family occupancy properties that may have been subsequently sold or leased to a third party), except that property that is conveyed under such Act—“(aa) that is not taxed is, for the purposes of this paragraph, considered tax-exempt due to Federal law; and “(bb) is considered Federal property for the purpose of this paragraph if the property is located within a Regional Educational Attendance Area that has no taxing power;”; and (B) in clause (iii)—(i) in subclause (II), by striking “Stewart B. McKinney Homeless Assistance Act” and inserting S. 1177—287 “McKinney-Vento Homeless Assistance Act (42 U.S.C. 11411)”; and (ii) by striking subclause (III) and inserting the following: “(III) used for affordable housing assisted under the Native American Housing Assistance and Self-Determination Act of 1996 (25 U.S.C. 4101 et seq.); or”.

SEC. 7013. AUTHORIZATION OF APPROPRIATIONS.

Section 7014, as amended and redesignated by section 7001 of this Act, is further amended— (1) in subsection (a), by striking “\$32,000,000 for fiscal year 2000 and such sums as may be necessary for each of the seven succeeding fiscal years” and inserting “\$66,813,000 for each of fiscal years 2017 through 2019, and \$71,997,917 for fiscal year 2020”; (2) in subsection (b), by striking “\$809,400,000 for fiscal year 2000 and such sums as may be necessary for each of the seven succeeding fiscal years” and inserting “\$1,151,233,000 for each of fiscal years 2017 through 2019, and \$1,240,572,618 for fiscal year 2020”; (3) in subsection (c)—(A) by striking “section 8003(d)” and inserting “section 7003(d)”; and (B) by striking “\$50,000,000 for fiscal year 2000 and such sums as may be necessary for each of the seven succeeding fiscal years” and inserting “\$48,316,000 for each of fiscal years 2017 through 2019, and \$52,065,487 for fiscal year 2020”; (4) by redesignating subsections (e) and (f) as subsections (d) and (e), respectively; (5) in subsection (d) (as redesignated by paragraph (4))—(A) by striking “section 8007” and inserting “section 7007”; and (B) by striking “\$10,052,000 for fiscal year 2000 and such sums as may be necessary for fiscal year 2001, \$150,000,000 for fiscal year 2002, and such sums as may be necessary for each of the five succeeding fiscal years” and inserting “\$17,406,000 for each of fiscal years 2017 through 2019, and 18,756,765 for fiscal year 2020”; and (6) in subsection (e) (as redesignated by paragraph (4))—(A) by striking “section 8008” and inserting “section 7008”; and (B) by striking “\$5,000,000 for fiscal year 2000 and such sums as may be necessary for each of the seven succeeding fiscal years” and inserting “\$4,835,000 for each of fiscal years 2017 through 2019, and \$5,210,213 for fiscal year 2020”.

Appendix C

State of Virginia Law: Uniformed Services-Connected Students, 2015

SB 1354 (Reeves) and HB 2373 (Ramadan)(2015)

Be it enacted by the General Assembly of Virginia:

1. That the Code of Virginia is amended by adding a section numbered **22.1-287.02** as follows:
§ 22.1-287.02. Uniformed services-connected students.

A. For purposes of this section, a "uniformed services-connected student" means a student enrolled in a public school whose parent is serving in either (i) the active component of the U.S. Army, Navy, Air Force, Marine Corps, Coast Guard, or National Guard, the Commissioned Corps of the National Oceanic and Atmospheric Administration, or the Commissioned Corps of the U.S. Public Health Services or (ii) the reserve component of the U.S. Army, Navy, Air Force, Marine Corps, Coast Guard, or National Guard.

B. The Department of Education shall establish a process for the identification of newly enrolled uniformed services-connected students by local school divisions. Local school divisions shall identify newly enrolled uniformed services-connected students in accordance with such process.

C. Nonidentifiable, aggregate data collected from the identification of uniformed services-connected students shall be made available to local, state, and federal entities for the purposes of becoming eligible for nongeneral fund sources and receiving services to meet the needs of uniformed services-connected students residing in the Commonwealth.

D. Data collected from the identification of uniformed services-connected students shall not be a public record as defined in § **2.2-3701**. No person shall disclose such data except as permitted under the provisions of the federal Family Educational Rights and Privacy Act (20 U.S.C. § 1232g) and related regulations. No such data shall be used for the purposes of student achievement, the Standards of Accreditation, student-growth indicators, the school performance report card, or any other school rating system.

Appendix D
Military-Connected Students (MCS) by District, January 2016

District	Number of MCS	Percent	Cumulative Number	Cumulative Percent
Abbeville	1	0.01	1	0.01
Aiken	83	0.87	84	0.88
Anderson 1	5	0.05	89	0.93
Anderson 2	4	0.04	93	0.97
Anderson 3	1	0.01	94	0.98
Anderson 4	18	0.19	112	1.17
Bamberg 1	2	0.02	114	1.19
Barnwell 45	1	0.01	115	1.20
Beaufort 1	1055	11.02	1170	12.22
Berkeley 1	1627	17.00	2797	29.22
Charleston	162	1.69	2959	30.91
Cherokee	5	0.05	2964	30.97
Chester 1	7	0.07	2971	31.04
Chesterfield	5	0.05	2976	31.09
Clarendon 2	15	0.16	2991	31.25
Colleton 1	65	0.68	3056	31.93
Darlington	4	0.04	3060	31.97
Deaf & Blind School	3	0.03	3063	32.00
Dillon 4	1	0.01	3064	32.01
Dorchester 2	1600	16.72	4664	48.73
Dorchester 4	2	0.02	4666	48.75
Edgefield	62	0.65	4728	49.39
Fairfield	6	0.06	4734	49.46
Florence 1	51	0.53	4785	49.99
Georgetown	11	0.11	4796	50.10
Governor's School for Math and Science	6	0.06	4802	50.17
Greenville 1	58	0.61	4860	50.77
Greenwood 50	9	0.09	4869	50.87
Hampton	74	0.77	4943	51.64
Horry	56	0.59	4999	52.23
Kershaw	310	3.24	5309	55.46
Lancaster	12	0.13	5321	55.59
Laurens 55	4	0.04	5325	55.63
Laurens 56	7	0.07	5332	55.70
Lee	1	0.01	5333	55.71
Lexington 1	897	9.37	6230	65.09
Lexington 2	8	0.08	6238	65.17
Lexington 5	10	0.10	6248	65.27
Marion 10	5	0.05	6253	65.33
McCormick	2	0.02	6255	65.35
Newberry	27	0.28	6282	65.63
Oconee	164	1.71	6446	67.34
Orangeburg 3	3	0.03	6449	67.37
Orangeburg 4	1	0.01	6450	67.38
Orangeburg 5	29	0.30	6479	67.69
Pickens	127	1.33	6606	69.01

District	Number of MCS	Percent	Cumulative Number	Cumulative Percent
Richland 1	89	0.93	6695	69.94
Richland 2	1985	20.74	8680	90.68
SC Public Charter School District	140	1.46	8820	92.14
Saluda	2	0.02	8822	92.16
Spartanburg 1	2	0.02	8824	92.19
Spartanburg 2	2	0.02	8826	92.21
Spartanburg 5	4	0.04	8830	92.25
Spartanburg 6	2	0.02	8832	92.27
Spartanburg 7	30	0.31	8862	92.58
Sumter	651	6.80	9513	99.38
Union	8	0.08	9521	99.47
Williamsburg	8	0.08	9529	99.55
York 1	9	0.09	9538	99.64
York 2	11	0.11	9549	99.76
York 3	17	0.18	9566	99.94
York 4	6	0.06	9572	100.00

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